



STOUR VALLEY
— COMMUNITY SCHOOL —

Self Evaluation Form

March 2018



SELF EVALUATION FORM

CONTEXT

Stour Valley Community School opened in September 2011 as one of the first secondary schools to open under the Free School movement. During the first year of operation the school initially had a total of 172 students on roll in years 7 - 9. Currently the school has approximately 580 students on roll. Our first GCSE cohort which took their examinations in 2014 only contained 37 students, 38% of whom were on the SEN register. The most recent GCSE cohort contained 110 students in total, only two of whom joined the school during KS4. The APS of this cohort was 27.7, below the national average but the highest entry profile of students to date. The school had achieved significant progress measures at GCSE for all of our students over the last four years, the VA (RAISE) being 1009 in 2014 and 1028 in 2015 with a Progress 8 of 0.49 in 2015 as Governors took the decision to declare Progress 8 in the earlier year. However, despite achieving our highest ever Grade 4+ (A*-C) in English and Maths at 66% in 2017, Progress 8 was a disappointing -0.15.

The school is proving very popular with parents and received a 'Good' first Ofsted report in 2013. Applications for the year 7 intake in September 2014, 2015, 2016 and 2017 were over-subscribed reflecting parental satisfaction and we expect to be oversubscribed for 2018. The school is currently beyond its initial capacity of 575 students. A subsequent 'short' Ofsted inspection in July 2017 upheld the 'Good' designation.

Year	Males	Females	Total
7	54	64	118
8	71	49	120
9	53	65	118
10	56	57	113
11	55	54	109
TOTAL	289	289	578

SECTION	SUMMARY EVALUATION	
<p>OUTCOMES FOR PUPILS</p> <p>Grade: 2</p>	Strengths	Areas for Development
	<p>The majority of students in all years are making good progress across all student groups as identified through a thorough tracking system. A small number of students who are underperforming are identified at an early stage and supported to move back on track by year and subject leaders.</p> <p>GCSE OUTCOMES 2017: 110 students</p> <p>Overall</p> <ul style="list-style-type: none"> 66% of students achieved Grade 4+ in English & Maths, +6% on expectations for this year group. <i>[FFT Aspire]</i> Progress 8 measures give a value of -0.15, which is deemed 'average'. <i>[Performance Tables 2018]</i> Female students and low ability students performed higher than expectations. Attainment has shown consistent improvement across the last four years. Attainment is now equivalent to the national average of 46.6, with a cohort whose APS of 27.7 is slightly below the national average. 	<p>GCSE OUTCOMES 2017</p> <ul style="list-style-type: none"> Higher ability students achieved less well in 2017. The % of students achieving Level 7+ (or equivalent) in GCSEs was lower than previous years. Progress 8 outcomes for 'disadvantaged' students were lower at -0.35. Although this compares well with the national figure, this is a reduction from -0.15 and remains a focus throughout all years. Outcomes for male students were significantly lower than those for female students in 2017. This is a whole school focus for development across all departments and all year groups.

	<p>Maths</p> <ul style="list-style-type: none"> • Students achieved 69% Grade 4+ against a FFT Aspire target of 71%. This is in line with the national average. • Female students performed particularly well in Maths with 74% Grade 4+ attained, +9% above expectation. (+0.12 Progress) • Middle ability students performed well achieving 83% Grade 4+, +7% above expectation. (+0.18 Progress) • High ability students performed well with 100% Grade 4+ achieved, +2% above expectation. <p>English Language</p> <p>Results in English Language and Literature were a significant improvement on 2016.</p> <ul style="list-style-type: none"> • Students achieved 72% Grade 4+ against a FFT Aspire target of 67%. This is above the national average. • Female students performed particularly well in English Language with 82% Grade 4+ attained, +7% above expectation. (+0.36 Progress) • Middle ability students performed well achieving 83% Grade 4+, +7% above expectation. (+0.20 Progress) • Low ability students performed well with 43% Grade 4+ achieved, +5% above expectation. (+0.28 Progress) <p>EBacc</p> <p>Stour Valley operates under a system of Open Option choices for students in Year 9. Consequently no students are expected to choose to study the EBacc subjects, although many are popular</p>	<p>Maths</p> <ul style="list-style-type: none"> • The performance of Pupil Premium students in Maths is a significant area for development with students achieving 36% Grade 4+ against a target of 51% Grade 4+. (-0.23 Progress) • Although not a significant statistical underperformance when compared with the school picture, male students achieved 64% Grade 4+ against a target of 68% (Progress - 0.15). However, this presents a reduction in performance from previous years and reflects the school trend for boys' progress. <p>English Language</p> <ul style="list-style-type: none"> • High ability students performed relatively poorly, attaining 97% Grade 4+ against a target of 100% (-0.20 Progress) • Although not a significant statistical underperformance when compared with the school picture, male students achieved 62% Grade 4+ against a target of 65% (Progress - 0.17). However, this presents a reduction in performance from previous years and reflects the school trend for boys' progress. <p>EBacc</p> <p>Changes to the MFL department over the last year have yet to be embedded, with the result that outcomes are poor in French and German. A new Head of MFL has</p>
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	<p>and have positive outcomes.</p> <p>Strengths in EBacc subjects are as follows:</p> <p>Computing 69% A*-C grades in 2017. Progress +1.05. Female and higher ability students higher performing.</p> <p>Biology 96% A*-C grades in 2017. Progress +0.02</p> <p>Physics 96% A*-C grades in 2017. Progress +0.50. A significant improvement in student outcomes over the last three years.</p> <p>Geography 75% A*-C grades in 2017. Progress +0.34. Significant improvement in student outcomes over last two years. Very popular EBacc subject. High performance particularly evident in low ability students and female students.</p>	<p>introduced Spanish in Year 7, in place of German, which proved unpopular. Outcomes are improving at GCSE in French, but MFL remains an unpopular choice at present. Numbers of students choosing French at GCSE in Year 10 have improved, but there is no German GCSE class.</p> <p>Areas for development:</p> <p>Computing has no significant areas of underperformance.</p> <p>High ability students made poorer progress, as did male students.</p> <p>Chemistry 87% grades A*-C in 2017. Progress -0.18. Although this is not a significantly negative outcome, this is a substantial decrease in outcomes from 2015, especially among high ability students.</p> <p>Physics has no significant areas of underperformance.</p> <p>Geography has no significant areas of underperformance.</p>
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	<p>History 65% A*-C grades in 2017. Progress +0.19. Middle ability students and female students made particularly good progress.</p> <p>Science Double Award 56% A*-C in 2017, Progress -0.01, a significant improvement on 2016.</p> <p>Open Subjects The school provides a range of subjects in the 'open' bucket and is committed to maintaining the broad and balanced nature of the curriculum against financial pressures:</p>	<p>Pupil premium student outcomes in 2017 were lower than expected.</p> <p>French 58% A*-C grades in 2017. Following the introduction of a new Head of MFL at Christmas, these were well in excess of expectation (25% following mocks in December 2016). However, Progress is -0.92.</p> <p>German 25% A*-C grades in 2017. Significantly below expectation – Progress -2.02</p> <p>Lower performance among males and higher achieving students (many of these followed the separate science courses outlined above)</p> <p>Science Single Award/Additional Science Single Award 13% A*-C Additional Science 6% A*-C Both courses followed by low ability students. However, Progress -0.29 in both cases.</p>
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Strengths:

Subject	Progress
D&T Graphics	+1.03
Religious Studies	+0.74
Catering Studies	+0.55
Statistics	+0.54
Music	+0.48
Drama	+0.34
D&T Resistant Materials	+0.18
Art & Design	+0.17
Citizenship	+0.16
Psychology	+0.13

CLOSING THE GAP

On the whole the performance of disadvantaged students in 2017 was disappointing. Between 2015 and 2016, the 'gap' in Attainment 8 for these students closed significantly while the Progress 8 figure for this group remained static at -0.15. In 2017, the 'gap' increased to -0.23. This was entirely attributable to the progress of male students. The gap between FSM6 girls and Non-FSM6 girls was 0 in 2017. The same gap in boys was -0.19, the greatest disparity being among high ability boys who significantly underachieved

Middle ability students bucked the trend. The gap between FSM6 and non-FSM6 students was +0.35. Similarly the gap between

Areas for development:

Subject	Progress
Dance	-0.39
Photography	-0.59
*Environmental Science	-0.62

**Environmental Science is now discontinued as a GCSE subject.*

The performance of boys across KS4 is a significant concern and this is a school focus for development.

Year 9

Using GL assessment test outcomes to give national comparisons of data, the following assertions can be made at the end of Year 9:

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- The Mean Standard Age Score in English was similar to the national average, with a slightly higher profile at the lower and upper ends of the ability range. Students scored in line with national figures for all categories.
- The Mean Standard Age Score in Maths was above the national average with SVCS students scoring well above the national average in all categories of questions on number, statistics, algebra, geometry and measures, probability and ratio, proportion and rates.
- The Mean Standard Age Score in Science was outstanding, significantly exceeding the outcomes in Maths and very significantly above the national average. Students scored significantly above the national average in all categories; working scientifically, knowledge and understanding and application of knowledge of understanding. Boys outperformed girls at the very top end of the ability range but there was no significant difference elsewhere.

- Girls significantly outperformed boys at the top end of the ability range in English.
- Boys outperformed girls at the very top end of the ability range, but again, girls outperformed boys in all other ability divisions.



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Using GL assessment test outcomes to give national comparisons of data, the following assertions can be made at the end of Year 8:

- The Mean Standard Age Score in English was similar to the national average, with a slightly higher profile at the lower and upper ends of the ability range. Students scored well above national figures for all categories: spelling, grammar and punctuation, comprehension; narrative and non-narrative., retrieval, complex inference and authorial technique.
- The Mean Standard Age Score in Maths was significantly above the national average with SVCS students scoring well above the national average in all categories of questions on number, statistics, algebra, geometry and measures, probability and ratio, proportion and rates. SVCS students also scored well above the national average on fluency in facts and procedures, fluency in conceptual understanding, mathematical reasoning and problem solving.
- The Mean Standard Age Score in Science was similar to the national average. Students scored close to the national average in all categories: working scientifically, knowledge and understanding and application of knowledge of understanding. Girls did not outperform boys in Science.

Year 7

Using GL assessment test outcomes to give national comparisons of data, the following assertions can be made at the end of Year 7:

- The Mean Standard Age Score in English was significantly above the national average with SVCS students scoring well above the national average in all categories of questions on spelling, punctuation and grammar, comprehension etc.
- The Mean Standard Age Score in Maths was significantly above the national average with SVCS students scoring well above the national average in all categories of questions on number, statistics, algebra, geometry and measures,

- The Mean Standard Age Score in English for boys was significantly below that of the girls.
- The Mean Standard Age Score in Maths for boys was significantly below that of the girls.

- Although the distribution was significantly positive among all students, girls outperformed boys at the top end of ability.
- Although the distribution was significantly positive among all students, girls outperformed boys at the top end of ability.



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probability and ratio, proportion and rates. SVCS students also scored well above the national average on fluency in facts and procedures, fluency in conceptual understanding, mathematical reasoning and problem solving.

- The Mean Standard Age Score in Science was very significantly above the national average with SVCS students scoring very well above national figures in all categories: working scientifically, knowledge and understanding and application of knowledge of understanding. Both genders performed exceptionally highly at the top end of the ability range with the distribution of scores displaced heavily to the right.

<p>QUALITY OF TEACHING, LEARNING & ASSESSMENT</p> <p>Grade: 2</p>	<ul style="list-style-type: none"> • The school operates to a minimum of FFT 20% target grades for all students regardless of student group or ability. Teachers set Golden Target Grades to set higher expectations of all students to encourage achievement beyond FFT 20%. Levels of progress for all students are closely monitored and are above target. • Behaviour for learning in lessons is outstanding. Students are focused, and keen to know how to improve their work. • All students are familiar and comfortable with dialogue about target grades and ways to progress in their work. Teachers regularly discuss levels and achievement with individuals and classes and set challenging progress in lessons against predicted grades and levels. • Teachers are aware of the Pupil Premium students they teach and track their progress carefully, intervening at any stage where progress declines. • All student groups (SEN, EAL etc.) are individually tracked to ensure comparable progress is made against other student groups and action taken where appropriate. • Teachers have strong subject knowledge. High quality homework is set according to published homework timetables. Expectations are clear about the quality and presentation of work produced to strict deadlines. 94% of Parent View respondents strongly agree or agree that their child receives appropriate homework for their age. • Support lessons are available for all key subjects during 'Period 6' extension programme. These are well attended and effective in supporting students. • Performance Management procedures are linked to student performance, lesson observations and Teacher Standards as well as individual targets. These are used in 	<ul style="list-style-type: none"> • Training opportunities for all staff targeted through the Performance Management programme to improve teaching practice. • Teaching and Learning Community Groups meet regularly to promote continual improvement of Progress and Learning. Progress & Learning emphasis in meetings. • Links with Samuel Ward Academy and Farlingaye/Kesgrave High Schools through Teaching Schools alliances to support staff who require improvement. • Continued support of MFL department to improve results and uptake of GCSE courses. • A rolling programme of subject reviews and 'focus' reviews to continually challenge and raise achievement and expectations in all areas of the school and to inform self-evaluation. • Develop a more holistic measure of staff performance, to include lesson observations, student book scrutiny, progress outcomes etc. rather than a judgement based on lesson observations. • Embed new Grades 9-1 across all Years with new tracking system in place by the end of 2018.



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	<p>pay progression decisions.</p> <ul style="list-style-type: none"> • Teaching & Learning Communities are used to strengthen peer support in school and share good practice across all departments. Teachers constantly reflect on their teaching and discuss ideas, both informally and during TLC meetings. Peer to peer support is a strength of the school. • Outstanding teachers have been effective in supporting RI teachers and challenging them to improve their performance. • Teachers are reflective practitioners and are responsible for their own professional development with the support of challenging and supportive line managers. • Students follow a school presentation policy which ensures all exercise books are well presented with homework and classwork clearly labelled. No graffiti is tolerated on books. Students show respect for their learning. • 98% of parents who responded on ParentView strongly agree or agree that their child is well taught at Stour Valley. 	
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Grade: 2</p>	<ul style="list-style-type: none"> • The school has a complete and detailed Single Central Record. DBS checks are carried out for all new staff joining this school. • All members of staff receive Prevent Training. • All safeguarding requirements are fully met and students feel safe in the school. • 97% of all ParentView respondents strongly agree or agree that their child is happy at Stour Valley. • 98% of all ParentView respondents strongly agree or agree that their child feels safe in school. • 97% of all ParentView respondents strongly agree or agree that their child is well cared for. 	<ul style="list-style-type: none"> • Attendance remains a focus, despite significant improvements having been made over the last year. Persistent Absenteeism is high for disadvantaged students (28% against 27% national), FSM students (40% against national 31%) and students who joined in Year 10 and 11 (50% against 48%) Improve attendance in these groups by reducing the number of parents taking their children out of school for family holidays during term time. Work with EWO to support families with significant absenteeism.

Attendance

School attendance has improved considerably over the last year, following three years of declining attendance figures. In 2016, school absence at SVCS was 5% against a national figure of 6%. Persistent absenteeism saw the biggest improvement and was 9% against a national figure of 14%.

Exclusions

- One Permanent Exclusion has been applied since the school opened in 2011. No students have been sent on 'managed moves' since the school opened.
- Fixed term exclusions have been below the national average for the last four years since the school opened in September 2011. These are used effectively with PSP to avoid Permanent Exclusion in all but one case in 2013.
- Time spend by students in the school's Student Support room following removal from lessons is closely scrutinised and monitored to identify patterns and aim to keep students in lessons while upholding high behaviour standards in lessons.
- The school upholds high moral standards amongst students and intervenes rapidly where necessary.
- 96% of all ParentView respondents strongly agree' or 'agree' that the school makes sure pupils are well-behaved.
- 71% of all ParentView respondents strongly agree or agree that the school deals effectively with bullying. A further 24% 'don't know' which suggests that their child has no experience of bullying at the school.
- Ofsted 2013 graded the Behaviour and Safety of students as Outstanding. *Students work particularly well together, feel safe and have a very positive attitude to learning.*

- Ensure new staff understand the school's policy on behaviour management and are supported in implementing the policy.
- Continue to reduce periods of Fixed Term Exclusion by the use of Internal Exclusion for all but the most extreme cases. Ensures continuity of education for all students and increases life chances.
- Aim for zero permanent exclusion (as over the last 5 years). Identify likely cases well in advance and put support and intervention in place.
- Provide appropriate curriculum opportunities for all students. Ensure all students have access to the full EBacc range of GCSE options.
- Maintain the 'Stour Valley Way' of mutual respect between students and teachers and students and students.
- Prepare students to make a positive contribution to their community.



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	<p><i>Students are courteous and well mannered. A calm, social atmosphere is evident around the school. Students exercise notable social and moral values with other students and adults. Behaviour is exemplary.</i></p> <ul style="list-style-type: none"> • Student behaviour and engagement with learning in lessons is outstanding. Punctuality to lessons and to school is excellent. Truancy is non-existent. • Students are courteous, thoughtful and kind. Instances of bullying etc. are rare and are dealt with effectively. • Potential NEET students are identified in Year 7 and their progress checked throughout as a discrete data category. Underperformance is identified quickly and support put in place. • A full programme for preparation for Post 16 destinations is in place, with careers advice across all years. A fully qualified Careers Adviser is employed by the school to work with students individually. Representation from all local Post 16 providers is encouraged and promoted. 	
<p>EFFECTIVENESS OF LEADERSHIP & MANAGEMENT</p> <p>Grade: 2</p>	<ul style="list-style-type: none"> • All leaders are committed to setting high expectations of behaviour and engagement with learning and have worked tirelessly towards the successful implementation of the Governors' vision for Stour Valley Community School which is known as 'The Stour Valley Way'. • Trustees/Governors have a very strong understanding of the quality of education provided by SVCS and are clear about both the strengths and development areas for the school. They present a familiar group of figures in the school who are well-known by staff and students and who regularly visit lessons and speak with students. • The Chair of Governors has a comprehensive knowledge of data analysis and is able to challenge leaders at all levels about student outcomes, including outcomes for all identified student groups. Governor analysis extends to 	<ul style="list-style-type: none"> • Raise the percentage of staff who consistently perform at a high standard in the classroom to 100% with a clear focus on learning and progress through the Teacher Learning Communities. • Develop stronger links with other schools through Teaching Schools alliances and the developing MAT. (Stour Valley Educational Trust) • Continue robust departmental review and focus review strategies to continually challenge and support middle leaders to raise achievement. • Continually develop STEM links locally to support local economy and workforce and develop Post 16 and Work Experience

	<p>scrutiny of internal data and externally validated data for all year groups.</p> <ul style="list-style-type: none"> • Leaders have a clear focus on improving individual student outcomes and setting challenging targets and expectations for all students. Senior leaders and subject and faculty leaders are continually challenged and supported to improve outcomes for students. • A clear focus on Student Support and Learning and Progress across the school has resulted in good outcomes for all students, including those in need of emotional and behavioural support. Safeguarding is highly effective. 98% of parents who responded on ParentView claim that their child feels safe at Stour Valley. • A broad and balanced curriculum is in place to support the needs of individual cohorts. This in turn leads to good behaviour for learning as students are inspired by their education. The curriculum includes access to all EBacc subjects supported by social, physical and artistic learning. This is reviewed annually to ensure it represents the best programme to continue to challenge and support the individual nature of all student groups. • Spiritual, moral, social and cultural education is woven through all areas of the curriculum and emphasised in areas such as RS, PSHE, Humanities and Science where topics are specifically discussed. • Racist incidents in school are rare and the ethos of the school discourages any discriminatory behaviour of any kind. 	<p>and Suffolk) to raise student aspirations.</p> <ul style="list-style-type: none"> • Develop strong post 16 links with local providers to ensure strong progression of students and high aspirations. • Continue representation on the strategic group responsible for the development of the new sixth form provision in Bury St Edmunds (Abbeygate Sixth Form Centre) • Grow the MAT to include a number of other local primary schools and develop vertical curriculum to support learning throughout KS1→KS5 with Abbeygate Sixth Form.
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	<ul style="list-style-type: none"> • All staff at Stour Valley have completed 'Prevent' training and are confident in challenging students' views. • Students are challenged to develop fundamental British values, regardless of origin. • Leadership strategies employed at SVCS have proved successful with parents, resulting in the number of applications to school exceeding places in October 2014, 2015, 2016 and 2017. The school expects to be fully oversubscribed in the near future and is considering raising the PAN to support demand and secure financial stability. • <i>Ofsted 2013: The Headteacher and senior team make clear their high expectations and lead by example. Standards are rising, progress is improving; all of this is clearly related to the improvements secured in teaching & learning. The monitoring of teaching is rigorous and consistently accurate. The governing body is very strong, well trained and focused on the needs of the community.</i> • All adults are vigilant and determined to protect vulnerable students at SVCS. Discriminatory behaviour of all types is strongly discouraged and positive behaviours and beliefs encouraged at all times. • 94% of all parents who responded on ParentView strongly agree or agree that the school is well led and managed. • 97% of parents who responded on ParentView would recommend the school to other parents. 	
<p>OVERALL EFFECTIVENESS</p> <p>Grade: 2</p>	<p>This is a Good (Ofsted 2017) school with many outstanding aspects. Many students make excellent progress in excess of challenging FFT Aspire targets. Behaviour is outstanding, with happy children well engaged with high quality educational opportunities, both in the classroom and with the extra-curricular programme. The main strengths of the school are Leadership and Governance, Progress and Learning in the classroom, student behaviour and attitudes to learning and progress. The main foci for school development remain the relentless drive to raise outcomes for students, with the current focus on raising boys' progress and achievement and continuous improvement of outcomes for disadvantaged students.</p>	